



BRADLEY ELEMENTARY

3032 Pinebelt Rd.
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	382 Students	
Principal	Dr. Erica L. Fields	803-738-7200
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Below Average
2010	Below Average	Below Average
2009	Below Average	Below Average
2008	At-Risk	At-Risk
2007	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

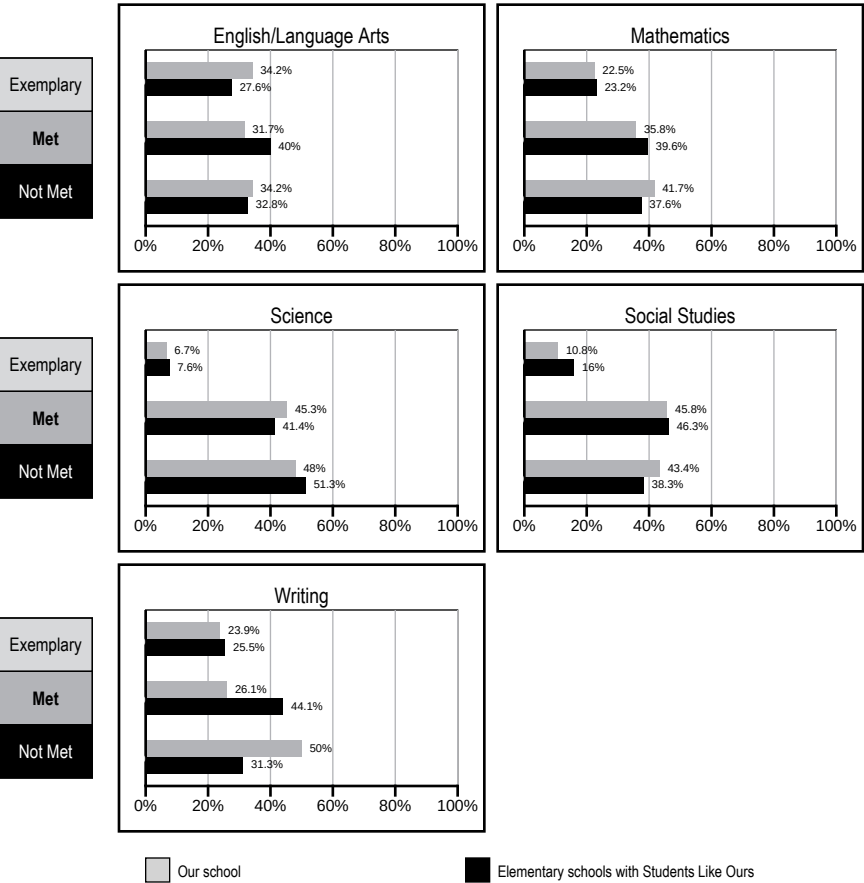
98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	9	108	53	21

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=382)				
First graders who attended full-day kindergarten	98.2%	Up from 91.2%	100.0%	100.0%
Retention rate	1.6%	Down from 2.3%	1.5%	1.1%
Attendance rate	95.7%	Down from 95.9%	95.9%	96.2%
Served by gifted and talented program	8.7%	Up from 4.0%	6.0%	13.4%
With disabilities other than speech	5.2%	Down from 13.6%	4.3%	4.1%
Older than usual for grade	0.0%	Down from 0.7%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	82.8%	Up from 74.3%	61.7%	62.5%
Continuing contract teachers	82.8%	Up from 77.1%	83.3%	88.2%
Teachers returning from previous year	90.0%	Down from 92.7%	85.4%	87.8%
Teacher attendance rate	95.0%	Down from 95.4%	95.1%	95.2%
Average teacher salary*	\$51,926	Down 3.2%	\$45,304	\$46,773
Professional development days/teacher	5.6 days	Down from 6.9 days	10.5 days	10.5 days
School				
Principal's years at school	12.0	Up from 11.0	3.5	4.0
Student-teacher ratio in core subjects	14.8 to 1	Down from 15.8 to 1	17.7 to 1	19.9 to 1
Prime instructional time	90.4%	Down from 91.0%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,492	Up 3.9%	\$8,247	\$7,447
Percent of expenditures for instruction**	81.0%	Up from 80.2%	67.9%	68.4%
Percent of expenditures for teacher salaries**	78.4%	Up from 77.7%	64.7%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Francis W. Bradley Elementary School is located in the city of Columbia at 3032 Pinebelt Road in Richland County School District One. The school's organizational structure consists of Child Development through grade five, with a current enrollment of 403 students.

Bradley is a Professional Development School and maintains an alliance with the University of South Carolina. Professional Development is a key component in ensuring that quality instruction occurs through research-based best practices. Members of the faculty and the administration have undergone extensive training as part of the S. C. Reading Initiative, with a strong emphasis on improving reading and writing instruction. Early intervention is the key to success for our young learners. In grades CD-1, Breakthrough to Literacy is implemented to develop the skills and knowledge young learners need to become competent readers. Class size was reduced in first grade, and students who enter first grade lacking basic skills in reading receive assistance from a reading interventionist.

Other interventions across the grade levels include a daily math focus the first 25 minutes of each school day for students in grade K-5. Accelerated Reader is integrated in the reading program in grades 2-5. Additional reading and math instruction is provided through the Success Maker, which is a computer-assisted instructional program incorporated into the computer lab. Our instructional program is further enhanced through the school's technology lab, which encourages the integration of technology into the instructional program. Each classroom is equipped with at least 3 computers to be used for research and project-based instruction. Teachers plan weekly for flexible, small-group instruction for students who need assistance. Students who score "not met" on PASS are provided assistance in our after-school tutorial program. Our R.E.A.C.H. tutors (retired educators) provide small group instruction during the day for students at the cusp of moving to the next level of achievement in grades 3-5.

Bradley's state-of-the-art facility features a new kindergarten wing, gymnasium, science lab, music room, keyboard lab and two computer labs. The school makes use of the latest technology. Parents have high expectations of the school and support the school's motto, "Excellence in Action." An active PTA and School Improvement Council, parent volunteer programs and attendance at school-sponsored events are evidence of parent and community involvement. Over the past several years, Bradley has received numerous awards. In May 2005, Bradley renewed its status as a "Flagship School of Promise." In 2004, the school was the recipient of the Red Carpet Award, presented by the S.C. Department of Education. In March 2007, Bradley's School Improvement Council received Honorable Mention as one of the 5 finalists for the Dick and Tunky Riley Award. In March 2009, the school was the recipient of the Healthier U. S. School Challenge Gold Award. The school met Adequate Yearly Progress for the 2009-2010 and 2010-2011 school year. The school's friendly and warm environment makes it a wonderful place for students to learn and "BEE."

Deidra Weeks, SIC Chairperson

Dr. Erica Fields, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	46	30
Percent satisfied with learning environment	100.0%	93.5%	82.8%
Percent satisfied with social and physical environment	93.1%	82.2%	86.7%
Percent satisfied with school-home relations	76.7%	89.1%	76.7%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 10 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	136	100	32.5	34.1	33.3	81	78.3	82.4	Yes	Yes
Gender										
Male	65	100	33.3	35	31.7	80	74.3	78.7	N/A	N/A
Female	71	100	31.8	33.3	34.8	81.8	82.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	92.8	88.9	I/S	I/S
African American	131	100	33.6	33.6	32.8	80.3	74.2	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.4	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	83.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	83	I/S	I/S
Disability Status										
Disabled	33	100	65.6	31.3	3.1	43.8	45.7	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	122	100	34.8	32.1	33	80.4	73.5	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	136	100	41.3	36.5	22.2	69.8	75.1	81.9	No	Yes
Gender										
Male	65	100	40	35	25	73.3	73.5	79.9	N/A	N/A
Female	71	100	42.4	37.9	19.7	66.7	76.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	92.1	88.9	I/S	I/S
African American	131	100	42.6	35.2	22.1	68.9	70.3	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	94.6	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	82.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	84.4	I/S	I/S
Disability Status										
Disabled	33	100	84.4	9.4	6.3	31.3	40.4	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	84	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	122	100	42	37.5	20.5	69.6	69.8	74.9	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	88	100	46.8	45.6	7.6	53.2	58.7	68.6
Gender								
Male	44	100	50	40	10	50	58.2	68.3
Female	44	100	43.6	51.3	5.1	56.4	59.2	68.9
Racial/Ethnic Group								
White	4	I/S	I/S	I/S	I/S	I/S	87.8	80.7
African American	83	100	46.7	48	5.3	53.3	51	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	70.1	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	63.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	70.8
Disability Status								
Disabled	15	100	71.4	21.4	7.1	28.6	29.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	54.3	60.7
Socio-Economic Status								
Subsidized meals	76	100	49.3	44.8	6	50.7	50.1	57.3

Social Studies

All Students	89	100	44.2	45.3	10.5	55.8	64.7	72.5
Gender								
Male	40	100	45.9	43.2	10.8	54.1	63.6	72
Female	49	100	42.9	46.9	10.2	57.1	65.8	73.1
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	88.4	81
African American	88	100	44.7	44.7	10.6	55.3	58.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	89
Hispanic	N/A	N/AV	I/S	I/S	I/S	I/S	71	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	73.5
Disability Status								
Disabled	23	100	N/AV	N/AV	N/AV	21.7	33.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	65.7	69.7
Socio-Economic Status								
Subsidized meals	82	100	44.3	46.8	8.9	55.7	56.8	62.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	48	100	50	26.1	23.9	50	66.5	73.2	95.7	96.1
Gender										
Male	22	100	57.1	14.3	28.6	42.9	62	67.2	95.4	95.9
Female	26	100	44	36	20	56	71.2	79.4	95.9	96.3
Racial/Ethnic Group										
White	1	I/S	N/A	N/A	N/A	N/A	87.8	81.5	96.2	96.2
African American	46	100	51.1	26.7	22.2	48.9	60.7	61.3	95.6	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	87	95	96.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	74.8	66.7	97.8	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	99.9	94.5
Disability Status										
Disabled	14	100	N/AV	N/AV	N/AV	7.1	23.7	26	94.9	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	66.2	65.7	94.2	95.9
Socio-Economic Status										
Subsidized meals	40	100	50	27.5	22.5	50	59.1	63.2	95.4	95.9

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	54	83.3	25	27.1	47.9	75
	4	59	83.1	36.4	38.2	25.5	63.6
	5	50	100	42.2	44.4	13.3	57.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	47	100	29.3	19.5	51.2	70.7
	4	41	100	17.9	56.4	25.6	82.1
	5	48	100	47.8	28.3	23.9	52.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	54	100	27.1	39.6	33.3	72.9
	4	59	100	41.8	45.5	12.7	58.2
	5	50	100	55.6	37.8	6.7	44.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	47	100	34.1	39	26.8	65.9
	4	41	100	30.8	43.6	25.6	69.2
	5	48	100	56.5	28.3	15.2	43.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	28	92.9	69.6	21.7	8.7	30.4
	4	59	100	63.6	29.1	7.3	36.4
	5	26	100	60.9	34.8	4.3	39.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	24	100	31.6	47.4	21.1	68.4
	4	41	100	41	53.8	5.1	59
	5	23	100	N/AV	N/AV	N/AV	28.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	26	100	33.3	41.7	25	66.7
	4	59	100	43.6	43.6	12.7	56.4
	5	24	100	68.2	22.7	9.1	31.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	23	100	40.9	40.9	18.2	59.1
	4	41	100	33.3	53.8	12.8	66.7
	5	25	100	N/AV	N/AV	N/AV	36
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	53	96.2	21.7	32.6	45.7	78.3
	4	60	95	45.3	34	20.8	54.7
	5	48	100	44.4	42.2	13.3	55.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	48	100	50	26.1	23.9	50
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data